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ABSTRACT

This annotated listing cites 50 print and nonprint K-12 curricula dealing with ethnic groups which were reviewed to test the analysis instrument developed by the California Ethnic Heritage Program. See ERIC document SO 009 095 for a copy of the instrument. Curricula cited treat many ethnic groups and include textbooks, films, filmstrips, student resource materials, and teacher resource materials. Information provided on each entry includes grade level, price, source, general description and purpose, ethnic perspective, multiethnic perspective, instructional utilization, and a critical summary. (Author/RM)

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CURRICULUM MATERIALS: A SELECTED BIBLIOGRAPHY

A Sample of Curriculum Materials
Reviewed to Test Analysis Instruments
in the
California Ethnic Heritage Program, 1974 – 1975

written with the assistance of educators
under direction of the
Los Angeles County Office of Education
and the
San Mateo County Office of Education

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SP 009 094

PREFACE

The California Ethnic Heritage Program was established in mid-1974 to identify, test and annotate useful curriculum materials and resources for teaching ethnic heritage studies in California public schools. The first year of the program was devoted to work with materials and resources for teachers to use in kindergarten and grades one through six. Primary emphasis was on the ethnic heritage of Mexican American, other Latin and Spanish American, Black American, Asian American and Native American people, but the program is governed by the concept of cultural pluralism which recognizes the heritage of many other groups. Portuguese and Jewish Americans were selected as examples of that diversity for purposes of the initial study.

A grant from the United States Office of Education under the Ethnic Heritage Studies Program, Title IX, Elementary and Secondary Education Act, enabled the California State Department of Education to carry out the program in 1974-75. To accomplish the field work, the Bureau of Intergroup Relations, State Department of Education, contracted with county superintendents of schools in Los Angeles and San Mateo counties to provide supervision, resources and services, and to organize teams of teachers and others from local school districts. A project design group determined that a screening instrument and an analysis instrument should be developed, reviewed by all those involved in the program (including two county advisory councils), revised with their advice, and tested through application to a sample of existing materials.

The printed and audio-visual materials examined in the process of field-testing the instruments were no more than a sample of the innumerable quantity and variety of texts, supplementary books, guides, lesson plans, films, filmstrips,

tapes, records and other materials used in schools. The sample was limited to items in the English language, although these or similar instruments could be applied to bilingual materials or those in other languages.

The purpose was not to develop a comprehensive or selective bibliography but to assess the relevance and effectiveness of the screening and analysis instruments. The instruments themselves, as revised, are reproduced in the Guide to Ethnic Heritage Curriculum Analysis, published by the California State Department of Education and available upon request to the Bureau of Intergroup Relations. The Guide includes the names of all the persons involved in the project, including reviewers.

This annotated list contains 60 items representing the somewhat larger sample of curriculum materials that were reviewed in the process of testing the two instruments. Many more items were screened out. These are examples of materials found to meet the criteria and reviewed by two or more team members in either Los Angeles county or San Mateo county. The annotations based on the reviews were edited by staff of the Bureau of Intergroup Relations from drafts prepared by Joanne Dale, consultant, Los Angeles County Schools, and Martha Chase Blalock, consultant, San Mateo County Schools.

Copies of the annotated list may be obtained upon request to the Los Angeles Center for Educational Resource Services, County Office of Education, 9300 E. Imperial Highway, Downey, California 90242, or to the San Mateo Educational Resources Center, County Office of Education, 333 Main Street, Redwood City, California 94063.

Americans All, A Nation Of Immigrants, by Muriel Stanek and Clinton Hartmann
Benefic Press, Westchester, Illinois, 1973
Type of Item: Supplementary social studies textbook
Price: $2.85 (Teacher's Guide $1.50)
Source: Publisher
Scope: Study of American immigration from beginning to the present
Audience: Students and teachers
Grade Level: Grades 4-6
Ethnic Coverage: Multiethnic

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: The 192-page textbook describes the pattern of immigration to America by the diverse cultural groups that make up the nation. It explains their reasons for coming, the problems they encountered, how they faced them, and the contributions they made in all areas of American life. A Teacher's Guide gives specific suggestions for effective use of the text chapter by chapter. The text is illustrated in color and black and white with photos, drawings, maps, and charts.

Ethnic Perspective: The text deals with the traditional European immigrants and also with Black, Chinese, Japanese, Jewish, Mexican American, Puerto Rican and Cuban immigrants. The final chapter touches briefly on present day migrations of Appalachians and American Indians to urban centers in search of jobs and a better life. In every chapter except this final one the authors focus on outstanding individuals in each cultural group and cite their specific contributions to the American mainstream.

Multiethnic Perspective: The learning strategies employed in the text encourage students to examine the problems faced by immigrants and to participate imaginatively in their solution. The text does portray past inequities, for example, the internment of the Japanese after Pearl Harbor. It also gives the student an awareness of the contributions made by members of his/her particular ethnic group to the mainstream culture.

Instructional Utilization: The Teacher's Guide provides maximum help for the teacher. It establishes behavioral objectives for each chapter and provides multiple questions for discussion. These questions call for both factual information and affective responses. Each chapter has its own vocabulary development activities and suggestions for learning activities beyond the textbook; different activities are specified for basic, average, and advanced students. Anticipated answers to questions at the end of each chapter are differentiated for three ability levels. The Guide provides a bibliography for further reading at the end of each chapter. The text includes an alphabetized list of famous Americans and their ethnic heritage; a summary of basic concepts developed in the text, with appropriate page reference; a glossary; and an index.

Summary: The text is an accurate and honest presentation as far as it goes. The minority given the most coverage is the Mexican American group, and the one given least is the American Indian. The learning strategies outlined in the Guide should result in the development of greater understanding of the problems and contributions of the diverse ethnic groups in this pluralistic nation. Teachers should be able to use the text effectively with a minimum of preparation. The bibliographies in the Guide do not differentiate between student and teacher references.

An Album of the Jews in America, by Yuri Suhl
Franklin Watts, New York, 1972
Type of Item: Pictorial and narrative history
Price: $2.95
Source: Publisher
Scope: Contributions of Jewish immigrants to the history and culture of the United States from 1492 to the present.
Audience: Students and teachers
Grade Level: K-6 and higher
Ethnic Coverage: Jewish American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: The photographic essay accomplishes what words often do not. This is a commercially produced book of 96 pages with brief narrative statements to accompany the illustrations, most of which are quite clear. Students from third grade on should be able to read the text, younger ones can read the pictures and understand the text with teacher help. The content is a survey of the history of the Jews from the days of Columbus to the present. Binding is strong for a paperbound book, quality of the paper is good, print clear. This attractive book is intended to provide information about the Jewish struggle for freedom against prejudice and discrimination.

Ethnic Perspective: Although specifically about Jewish people, the book tells of efforts and achievements affecting other minorities.

Multiethnic Perspective: A "victory for the Jews turned into a victory for the other inhabitants" in colonial times, and their struggles for equality in labor unions had widespread results. Many Jews joined Black Americans in their struggle for civil rights.

Instructional Utilization: This book may be used as a supplementary text for an introduction to the Jewish experience in the United States. Jewish contributions are many in labor reforms, NAACP, religious and cultural reforms, and social reform. Jewish men and women have gained fame in sports, theatre, literature, and education. No lesson plans or activities are outlined, but the text cites many examples that could be developed in reports, debates, and literary studies.

Summary: Problems of prejudice and discrimination and some solutions appear in this text which shows Jewish community development and the contributions of Jews to this country.

As Long As The Grass Is Green
Atlantis Productions, 1973
Type of Item: 16mm color film
Price: $155
Source: Atlantis Productions, Inc.
850 Thousand Oaks Boulevard
Thousand Oaks, California 91360
Scope: Summer activities of Woodland Indians
Audience: Students
Grade Level: Elementary-intermediate
Ethnic Coverage: Native American Woodland Indian

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This 16mm non-narrative color film with background ethnic music runs eleven minutes. It depicts summer activities of the Woodland Indians of North America on the reservation showing their relationship to animals, family members, the natural environment and the culture of their tribal group. The purpose is to explore the ethnic uniqueness of their culture, its values and the experiences it provides.

Ethnic Perspective: A specific group of young Native Americans is shown living in a naturally beautiful setting during the summer when weather permits them to enjoy that environment. The more negative aspects of life on a reservation are not included but brief glimpses at their homes show them to be spartan and without modern conveniences.

Multiethnic Perspective: Students have the opportunity to examine the experiences and values of one ethnic group and to observe how these are like or unlike their own. Appreciation of ethnic and cultural diversity must come from discussion skillfully initiated by the teacher in follow-up activities.

Instructional Utilization: The film can be used in social studies and multicultural studies to stimulate inquiry and to compare and contrast diverse cultures. The study guide accompanying the film is a single mimeographed page summarizing content and outlining behavioral objectives and learning strategies. The film would also be useful in science, ecology, and language arts programs.

Summary: The technical quality of both the audio and visual components of the film is good. The absence of narration makes it good for use with non-English-speaking or limited-English-speaking students.

Black Historical Perspectives
Oakland Unified School District, 1974
Type of Item: Teacher source book
Price: Not available
Source: San Mateo County Schools, 333 Main Street, Redwood City 94063 (SMERC CM 000 224)
Scope: Information to assist in planning appropriate programs and activities to commemorate the achievements of Black Americans
Audience: Teachers
Grade Level: K-6 and higher
Ethnic Coverage: Black American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This 44-page, paperbound, stapled, mimeographed booklet contains a calendar of major historical events, holidays and biographical sketches of outstanding persons in Afro-American history. It is intended to serve as a guide for teachers in the preparation of lesson plans giving recognition to the achievements of Blacks in the history of the United States.

Ethnic Perspective: Through a broad sweep of Afro-American history is delineated the variety of professions and occupations in which Black people have worked to make important contributions to the development of this country.

Multiethnic Perspective: Black Americans, as a result of their struggle for rights and recognition, have provided inspiration and courage to other ethnic groups. The booklet fosters an appreciation of ethnic and cultural diversity as a positive value. It also shows Black Americans in their historical relationship to the Dutch, Spanish and others.

Instructional Utilization: This source book is one of a series of seven which includes a multiethnic calendar, suggestions for curriculum planning (activities, projects, teacher aids), and booklets relating to four ethnic minority groups in addition to this one. Black Historical Perspectives, besides the materials mentioned above, includes sources of further information in books and periodicals, from community agencies and organizations, and from the professional library of the Oakland school district. No audio-visual resources are listed.

Summary: Material in this source book is organized for use by the teacher at any grade level and in any subject. It also can be adapted for use in a course on Black history and culture.

Black in America - A Fight for Freedom, by Jesse Jackson and Elaine Landau
Julian Messner, New York, 1973
Type of Item: Supplementary history textbook
Price: $5.29
Source: Publisher
Scope: Black struggle for freedom from slavery days to the present
Audience: Students
Grade Level: Upper elementary
Ethnic Coverage: Black American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This 112-page book tells the story of Blacks in America. It is illustrated with black and white photographs. The authors begin the story with a description of the culture of West Africa, where in 1442 Portuguese merchants captured slaves, the probable beginning of slave trading by whites in Africa, and carry it to the present. Blacks are shown to have made lasting contributions in labor, industry, education, entertainment, literature, music, politics, and government service. The authors show the various approaches Blacks have used to combat prejudice and win freedom, and explain that while different Black groups take difficult paths to achieve their goals, all share a determination to win freedom. Jackson is the author of several other books for children, and Ms. Landau is a newspaperwoman, editor, and freelance writer. A list of names of outstanding Black Americans and an index facilitate use of the volume for reference.

Ethnic Perspective: The entire volume deals with the history and contributions of Black Americans.

Multiethnic Perspective: There is an abundance of information about the experiences of Blacks in America, the prejudice they have had to fight, their notable accomplishments in spite of this, and the nature of the continuing struggle. This enables readers to explore the Black experience.

Instructional Utilization: Reviewers recommend the book for use in Black studies and Black history. It could serve as a library reference book to supplement basic American history texts which are somewhat limited in the treatment of the history of the Black struggle for freedom in America.

Summary: The book is a quality publication; paper, binding, print, and illustrations are all good.

The Black Rabbits and the White Rabbits
Warren Schloat Productions, 1969
Type of Item: Sound filmstrip (also available in video, video cassette, Super 8 sound)
Price: $22.50 for filmstrip and record
$25.50 for filmstrip and cassette
$100 for 16mm video
$100 3/4" video cassette
$65 Super 8 sound
Source: Schloat Productions
Prentice Hall
150 White Plains Road
Tarrytown, New York 10519
Scope: Allegorical presentation of slavery and prejudice
Audience: Students
Grade Level: Elementary - intermediate
Ethnic Coverage: Not applicable

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: The kit includes a filmstrip, a record or cassette (running time seven minutes) and a Teacher's Guide. Filmstrip pictures are drawings in color which accompany a recorded allegory about white rabbits who capture and enslave black rabbits and who are in turn enslaved after an uprising by the black rabbits. The ending is left open, a topic for discussion. The stated purpose of the kit is to engender discussion and to bring students to a greater awareness and understanding of themselves.

Ethnic Perspective: The perspective is not ethnic, although the terms black and white suggest races. The story is of one group dominating another. It could be interpreted politically, psychologically, sociologically or economically.

Multiethnic Perspective: Teacher guidance and the use of other materials are required if students are to examine in depth the values, beliefs, points of view, and experiences of diverse ethnic groups.

Instructional Utilization: The Teacher's Guide includes questions for discussion and the script of the recording. Teachers using the program say that time is required to prepare students for it. (There should be consideration of the effect on young children of the violent image of execution of rabbits who challenge the authority of their captors.) Evaluation of student progress is not included in the program.

Summary: The quality of both audio and visual aspects of the program is good. Reviewers say that the program presents the concept of slavery in a way young children can comprehend. It is recommended for use as a supplement to units on prejudice, Black history, and American history.

The Chinese Americans
Oakland Unified School District, 1970
Type of Item: Teacher source book
Price: Not available
Source: San Mateo County Schools, 333 Main Street, Redwood City 94063 (SMERC CM 000 223)
Scope: Information about Chinese Americans, their history in California and elsewhere in the United States
Audience: Teachers
Grade Level: K-12
Ethnic Coverage: Chinese American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This 30-page, paperbound, stapled, mimeographed booklet contains background and resource material on Americans of Chinese ancestry. It is intended to supplement existing course material and textbooks, in recognition of the contributions of Chinese Americans to California and the United States.

Ethnic Perspective: A chronology of historical events includes the migration of Chinese men and women to this continent, their entry into various occupations, and legislation enacted in the United States regarding them, as well as their cultural contributions and participation in development of the nation.

Multiethnic Perspective: Emphasis is on one ethnic group, but it is evident that the Chinese as well as the Spanish had a significant role in early California history. The teacher can blend this information into an intercultural and multiethnic perspective of society in the United States.

Instructional Utilization: The imposing list of Chinese cultural gifts to the West, as well as the holidays and special days recognized by Chinese Americans, suggest colorful additions to the course of study. This source book is one of seven which include a multiethnic calendar, suggestions for curriculum planning (activities, projects, teacher aids) and booklets relating to four ethnic minority groups in addition to this one. The Chinese Americans includes excerpts from documents, references for audio-visual and professional library materials available from the Oakland Unified School District and the University of California Extension Media Center (Berkeley), community resources and Chinese newspapers, Chinese societies and the Chinese Consulate General, San Francisco.

Summary: Material in this source book is well-organized and appropriate for use at any grade level and in any subject. It also can be adapted for a special unit on Chinese American history and culture.

Commemoration of Martin Luther King, Jr. - January 15, 1929 - April 4, 1968
Oakland Unified School District, 1971
Type of Item: Teacher source book
Price: Not available
Source: San Mateo County Schools, 333 Main Street, Redwood City 94063 (SMERC CM 000 211)
Scope: Information and resources for planning classroom and school activities to commemorate the birthday of Martin Luther King, Jr.
Audience: Teachers and administrators
Grade Level: K-12
Ethnic Coverage: Black American, with implications for other groups

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is a 37-page booklet, paperbound, mimeographed and stapled, containing five pages of photographs, which is designed to provide information and resource material for the classroom teacher. It includes a chronology of the Black struggle for civil rights, a biographical sketch of Martin Luther King, Jr., list of his accomplishments, excerpts from his speeches, references, text of songs, and list of suggested activities to commemorate Dr. King's birthday. Sources of information listed include books, periodicals, and audio-visual media.

Ethnic Perspective: The protagonist is a famous black American but his work and influence were integrative and affected the whole society.

Multi-ethnic perspective: In the context of the civil rights movement, King's career is shown to have an impact on the development of a pluralistic society, and he and his associates are seen as interacting with the nation's leaders as well as people of other ethnic groups. (His activities were a major factor in enactment of the Civil Rights Act of 1964; in that year he also received the Nobel Peace Prize.)

Instructional Utilization: In addition to its use in January, the guide can be applied to continuing instruction in Black history and social studies generally.

Summary: This is a very practical and well-prepared booklet which would be useful in any school district.

Contributions of Black Americans, Indian Americans, Mexican Americans and Asian Americans to American History
Santa Clara County Office of Education, 1970
Type of Item: Teacher's resource guide
Price: Not listed
Source: Santa Clara County Office of Education, 100 Skyport Drive, San Jose, California 95110
Scope: History and culture of four minority groups presented through content, learning activities and resources appropriate to a series of social science concepts
Audience: Teachers
Grade Level: K-12
Ethnic Coverage: Black American, Native American, Mexican American, Asian American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is a well-bound, paper-covered book of 109 pages. Introduction indicates the need for guidance and inservice education of teachers to prepare them to offer instruction on the history and contributions of these minorities. Pages 3-29 present a course outline for K-6 instruction; pages 30-109 presents an outline for grades 7-12. Each page states a concept and, outlined in three columns, content, learning activities, and resources. The K-6 section deals generally with mankind, culture and human nature. Secondary material goes into greater depth on specific ethnic groups.

Ethnic Perspective: The major portion of the guide is addressed to grades 7-12 and is organized in a separate section for each of the four ethnic groups. The K-6 section is multiethnic and uses illustrations and examples from a variety of cultures.

Multiethnic Perspective: A multiethnic, multicultural foundation is laid in the K-6 course material. Although the four ethnic groups are treated separately in the 7-12 section, the general approach is pluralistic and integrative. Students are encouraged to develop their own sense of values regarding ethnic diversity in the United States.

Instructional Utilization: The resources column includes films, filmstrips and other audio-visual material. Units are well developed and clearly written. They probably would require additional teacher preparation as well as inservice training. There is an extensive bibliography for each section; it requires updating, as most of the books were published in the 1960s or earlier. There is no student handbook or workbook, so it would be necessary to reproduce directions for activities and any other information for the student.

Summary: Potential use of the guide depends on adaptation by the teacher to meet classroom needs. The two sections, K-6 and 7-12, could be separated for convenient handling. This is a high-quality resource guide, useful for other disciplines as well as social science.

Ethnic Heritage: A Living Mosaic
J. C. Penney, 1973
Type of Item: Sound filmstrip
Price: $5.23, including workbook and sales tax. Postage and handling additional
Source: J. C. Penney Company, Inc.
Educational and Consumer Relations Department
1301 Avenue of the Americas
New York, New York 10019
Loaned to educational institutions by local Penney stores without charge.
Scope: Exploration of the dimensions of ethnic heritage
Audience: Students
Grade Level: 5-6 and higher
Ethnic Coverage: Multiethnic

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: The program includes a color filmstrip, 15-minute cassette tape, student workbook, and educator's guide. The workbook is an original and is designed to be reproduced in quantity using an office copy machine. A 4½" X 11" leaflet in the package gives suggestions for exploring ethnic heritage and lists suggested resources for more information. The purpose of the program is to encourage students to explore their own ethnic heritage and that of friends and peers. It could serve as an introduction to ethnic heritage study.

Ethnic Perspective: The program provides glimpses into the cultures of the Japanese, Scandinavians, Mexicans, Jews, Africans, Irish, Amish, Puerto Ricans, Spanish, Italians, American Indians, and others.

Multiethnic Perspective: Reviewers point out that the emphasis is on appreciation of diversity. The many different values, arts, and traditions of the cultures to be found in the United States are presented as a living mosaic, each part of which deserves attention and respect.

Instructional Utilization: The program may be used by a group or an individual. Frames #5, 8, 11, 15, and 16 are questions designed to generate discussion. All it requires of the teacher is an openness to ideas presented by the program and by students. Questions in the workbook provide for some assessment of student progress.

Summary: The technical quality of both filmstrip and tape is good. Ethnic music provides background sound. By beginning with the contributions of ethnic heritage to self-concept and moving to awareness and appreciation of the heritage of the various other ethnic groups that make up America, the program is useful as an introduction to a study in depth.

Exploring a New World; a Portuguese-American Reader (Book 1), by Frederick G. Williams
ABC Unified School District, 1974
Type of Item: Supplementary text
Price: Not listed
Source: ABC Unified School District, 16700 South Norwalk Boulevard, Cerritos, California 90701
Scope: History and culture of Portugal and Portuguese presented through illustrated text and learning activities; Portuguese American children depicted
Audience: Students
Grade Level: 1-6
Ethnic Coverage: Portuguese American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is a small, paperbound booklet of 48 pages which contains illustrations, maps, games, reading material and questions. It is part of a bilingual program to teach reading skills and appreciation of their heritage to young immigrants from Portugal.

Ethnic Perspective: The material is entirely concerned with the Portuguese root culture and the experiences and characteristics of Portuguese Americans.

Multiethnic Perspective: The author recognizes that the young immigrant is not completely aware of his own cultural heritage, and stresses the contributions of Portuguese Americans to the United States. Different groups are not shown as interrelating in a pluralistic society.

Instructional Utilization: This booklet is skill-directed and may be used effectively in teaching language and reading. Teacher preparation time is needed for duplicating questions, games and writing practices, since every page of such material is captioned "Do not write on this page." One reviewer criticized the small cartoon figures as appearing more American than Portuguese; at least they are not stereotyped. In the bilingual program for which this was written a companion volume (not reviewed) has been prepared in Portuguese. Use of both appears desirable. Some vocabulary words seem more difficult than others and may require grade-level adjustments. There are no instructions for the "Seek and Find" exercises.

Summary: Portuguese American materials are scarce, and with the need for bilingual education the value of this and similar offerings is clear. Some special training in languages is needed if teachers are to implement such a program effectively. Additional material would have to be provided to increase reading skills to the extent intended. The cultural information also is slight. Older students might use the material as a step toward research as their language skills are developed.

Famous Black Americans
Audio Visual Enterprises, Pasadena, 1970
Type of Item: Study prints
Price: $15.00
Source: Audio Visual Enterprises, 911 Laguna Road, Pasadena, California 91105
Scope: Brief biographical sketches and portraits of prominent Black Americans
Audience: Students
Grade Level: 2-6 and higher
Ethnic Coverage: Black American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: The package includes 12 full-color portraits 11" X 14" with two additional two-toned portraits on the reverse of each print. Pertinent biographical materials are provided; each portrait is accomplished by a paragraph of approximately 150 to 200 words. The individuals pictured include Black Americans who have succeeded in politics, science, education, law, the armed services, business, medicine, sports, music, arts, and the church. The prints could be used as supplementary material in American history and in ethnic heritage studies.

Ethnic Perspective: All the subjects in the series are Black Americans.

Multiethnic Perspective: In order for students to examine in depth the values, beliefs, and points of view of Black Americans, they would need to do more reading and research about the 36 men and women portrayed in this series. All of them have been highly successful and have achieved middle class status.

Instructional Utilization: The primary function of the prints would be to introduce students to some of the many Black Americans who have made significant contributions to society.

Summary: Only three are women, and except for sports figures, none are Blacks young enough for the target population to relate to.

First Grade Social Studies Unit
Park Forest Public Schools, District 163, Illinois, 1970
Type of Item: Teacher guide
Price: EDRS MF $0.65; HC $3.29
Source: ERIC Document ED 048 035 ERIC, Washington, D. C. 20202
Scope: A multi-media approach to the idea that many families of different origins live in the United States and are alike and different in a variety of ways.
Audience: Teachers and students
Grade Level: First
Ethnic Coverage: A Chinese American family in San Francisco, a Navajo family living in the desert, and an Appalachian family living in hill country are described. The families are treated as separate entities and do not know each other.

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is an ERIC document which has been re-paged, stapled and hole-punched; it does not seem durable in its present form. The left side of most pages has suffered some loss of letters from the copying which makes it difficult to read. It contains 47 pages which include lesson plans, teacher guides, activities, detailed suggestions for learning experiences, and bibliographic information on curriculum kits, other media, and book materials. The purpose is to highlight the heritage of three families living in three areas of the United States where the geographical environment as well as the ethnic culture is different.

Ethnic Perspective: Although the groups under comparison are not integrated with each other, a clear picture, though slight, is developed which shows differences in culture and the effect which the environment has on that culture.

Multiethnic Perspective: The families are stereotyped, but this introduction for first graders can promote thinking and discussion of other ethnic groups in a pluralistic society.

Instructional Utilization: There are specific science activities which point up differences in environment. The multi-media approach is quite valuable as a teaching aid for this grade lvel. Learning experiences are varied and provide specific class activities, however teachers will need to bring out in each lesson the participation by many groups in the development of the United States. The photocopy does not reproduce the "pink" paper which flagged the science units. One reviewer questioned the term "Gung Ho Sun Min" for the Chinese New Year greeting which usually appears as "Gung Hoy, Fat Choy".

Summary: Slight, but good introductory material.

Friendship: A Multicultural Unit Based on Peer Interaction, First Grade Level, by Joe Moriarty
Primary Education Center, a joint project ... San Mateo County Office of Education, 1974
Type of Item: Teacher guide and lesson plans
Price: Not listed
Source: San Mateo County Office of Education
333 Main Street
Redwood City, California 94063 (SMERC CM 000 176)
Scope: Develops the idea of friendship and interpersonal relations by teaching understanding of expressions of friendship and friendly acts. Points to differences and similarities in people.
Audience: Teachers
Grade Level: First
Ethnic Coverage: Multiethnic

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: In a 41-page mimeographed teacher guide, an effort is made to teach awareness of self and others through class participation involving many ethnic cultures. The emphasis is on friendship, not the separate cultures. Recognition of differences and similarities of students is developed in class.

Ethnic Perspective: Equal status of various ethnic groups is stressed as an important factor in friendship and getting along with others.

Multiethnic Perspective: The class activities for this age group require a close look at each individual as important to the others. Separate cultures as such are not explored, but each activity promotes a multiethnic, multicultural opportunity for discussion and awareness, and develops communication skills and an understanding of diverse groups.

Instructional Utilization: The teacher guide provides step-by-step instructions for the development of the nine lessons included in the Friendship unit. Pictorial examples of how to construct a "Friendly Post Office," a "Special Friend," flash cards, and "I am a Friend" badge are part of the guide and facilitate lesson planning for the teacher. Recording sheets help both students and teachers to evaluate the unit, which is introduced by statement of rationale and goals to be met.

Summary: This project approaches ethnic heritage study in a different but very pertinent way. Although designed for first grade, it could be adapted for other primary grades, possibly even kindergarten. Publication in a more durable form is warranted.

Goggles, by Ezra J. Keats
Macmillan, New York, 1969
Type of Item: Picture Storybook
Price: $5.50 Hardback; $.95 Paper, 1971
Source: Publisher
Scope: Adventure in an urban setting
Audience: Students
Grade Level: K-3
Ethnic Coverage: Primarily urban Blacks

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This 32-page picture story is executed in full color by the author/illustrator Ezra Jack Keats. Mr. Keats won the Caldecott Medal in 1963 for The Snowy Day and in 1965 was selcted as a contributing artist to UNICEF Christmas cards. The story is about a boy who finds a pair of goggles and his dog and a friend who helps hide the goggles from older boys who try to take them.

Ethnic Perspective: All of the characters in the story are urban children, most of them Black.

Multiethnic Perspective: The story is multiethnic in its appeal. Two playmates in an urban area must cope with bullies to retain possession of their newfound treasure. They solve the problem by outwitting the bullies.

Instructional Utilization: The story may be used for pleasure reading by young children or read aloud to them. Discussion of the story would enhance language development and communication skills.

Summary: This is a high-interest book to supplement skill development in reading.

A Guide to America's Indians: Ceremonials, Reservations, and Museums, by Arnold Marquis
University of Oklahoma Press, 1974
Type of Item: Teacher resource guide
Price: $4.95 (paper)
Source: University of Oklahoma Press, Norman, Oklahoma 73069
Scope: A panoramic view of 263 tribes or groups of Indians in the continental United States.
Audience: Teachers and other adults
Grade Level: K-12
Ethnic Coverage: Native American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is a commercially produced book, available in either hard or soft cover, which contains 267 pages of text, maps, illustrations. It includes a listing of tribes and reservations with locations, calendars of events, location of Indian museums, names of Indian organizations, Indian and tribal-interest publications, a bibliography, table of contents and index. The paper volume reviewed is well-bound and durable. It is the author's hope that the book will be "an easy and accurate reference" which will entice readers into venturing further into the world of Native Americans.

Ethnic Perspective: Although Indians are not one people, they are classed as Native Americans and treated as one in this study. Their heritage and culture varies from tribe to tribe hence their contributions to American society are varied and rich.

Multiethnic Perspective: The author's research indicates a mingling of Mongolian, Mediterranean, European, and some African strains in those early Indians who reached this country. Thus the Native American brought to this country a varied cultural background, further developed in different groups by their languages, the way they gathered their food, their habitations and ceremonials. Indians seek to preserve their traditions and culture.

Instructional Utilization: Teachers will need to develop units of study from the text and the additional resource material listed. There are no lesson plans or activities included. However, for the creative teacher the clarity of the text, maps, and illustrations will spark easy, original planning. Dances, basketry, beadwork, pottery, jewelry-making, weaving, are a few of the topics which lend themselves to activities in classes.

Summary: The geographic guide to five regions may offer opportunities for field trips where schools are reasonably close. The guide to fiestas, ceremonials, and dances provides further incentive for visits. The entire book is readable, well-organized, and authoritative. Bibliographic references lead to more study in preparation for developing curriculum guides.

Gung Hei Fat Choy
Oakland Unified School District, 1970
Type of Item: Teacher guide and student activity manual
Price: Not listed
Source: San Mateo County Schools, 333 Main Street, Redwood City, California 94063 (SMERC CM 000 206)
Scope: Information about the Chinese New Year and other aspects of Chinese history and culture
Audience: Teachers and students
Grade Level: K-12
Ethnic Coverage: Chinese American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is a district-produced, mimeographed, paperbound booklet of 72 pages. It is poorly bound and will not stand much wear. There are grammatical and typographical errors which detract from the excellent material and activities presented. Some sections are designed for student use. The entire booklet is intended for teacher information and background instruction in the cultural traditions of the Chinese.

Ethnic Perspective: Although meant to serve as a guide regarding the Chinese American New Year celebration, the material includes a study of other traditions as part of the cultural heritage of this ethnic group.

Multiethnic Perspective: This material does not deal with other ethnic groups, but some of the activities could be used in connection with others to broaden understanding of the multiethnic heritage of the United States.

Instructional Utilization: The field trip guide suggests neighboring places of interest other than Oakland's Chinatown. The Chinese lunar calendar with its calligraphic characters provides an opportunity for art work. There are suggestions, with sketches, for craft work symbolic of the Chinese New Year. Role playing activities are provided to help students understand attitudes and behavior of Chinese Americans. Units are included on foods, science, the importance of the family, religious influences, cultural mannerisms, perceptions and Chinese American problems. Sources for audio-visual and printed materials are contained in a bibliography.

Summary: An excellent set of materials to assist teachers in interpreting the traditions and cultural heritage of this ethnic group to students at all grade levels.

Heroes of American Jewish History, by Deborah Karp (edited by Benjamin Efron)
KTAV Publishing House, New York, revised 1972
Type of Item: Supplementary textbook
Price: $4.75
Source: Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016
Scope: History of Jewish Americans from colonial days to the present. Portrays plain people as heroes, urges equality for all, and emphasizes an appreciation of social diversity.
Audience: Teachers and students
Grade Level: 6 and higher
Ethnic Coverage: Jewish American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is a hard-cover book of 155 pages which includes photographs, maps, facsimiles of posters, cartoons and black-and-white newspapers. It has an index and glossary of terms. It was published as part of the 60th-anniversary observance of the Anti-Defamation League of B'nai B'rith. It provides a chronological account of the role played by Jewish people in the development of the United States, describing their problems and their achievements, and information to facilitate understanding of the Jewish heritage.

Ethnic Perspective: The book portrays Jewish Americans as involved in cooperative efforts with others in the development of the United States. It expresses pride in Jewish culture and appreciation of the freedom to enjoy it in this country.

Multiethnic Perspective: Jewish Americans are shown as individuals and groups to be actively engaged in interrelationships with others in a multiethnic, multicultural society.

Instructional Utilization: Activities are not specifically designated, but boxed items in the text identify important episodes for further exploration and discussion. The text is readable, friendly in tone, and includes occasional questions for discussion. Illustrations enhance the text. The glossary offers experience in language arts.

Summary: The authenticity of this text gains from its informal and informative presentation. The appreciation of Jewish culture and religious values is consistent with an appreciation of the United States as a multicultural, pluralistic social system. Additional references are not listed, but there are clues to information which could be the basis of library research projects.

Hi, Cat!, by Ezra J. Keats
Macmillan, New York, 1970
Type of Item: Picture storybook
Price: $5.50 Hardback; $.95 Paper
Source: Publisher
Scope: Story of a small urban boy's adventure with a stray cat
Audience: Students
Grade Level: K-3
Ethnic Coverage: Black American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This 32-page picture storybook is executed in full color by the author-illustrator Ezra Jack Keats. Mr. Keats won the Caldecott Medal in 1963 for The Snowy Day and in 1965 was selected as a contributing artist to UNICEF Christmas cards. The story is about a boy who meets a stray cat. The boy, Archie, and his friend, Peter, find their plans to put on a show for the other children on their block upset by the cat.

Ethnic Perspective: Black Americans people the pages of this urban adventure story.

Multiethnic Perspective: Although the characters are Black, the elements of the story are universal and appeal to all children.

Instructional Utilization: The story may be used for pleasure reading by young children or read aloud to them. Discussion of the story would enhance language development and communication skills.

Summary: This is a high-interest book to supplement skill development in reading.

The Hope Tree of Harlem--An American Folktale
Guidance Associates (date unknown)
Type of Item: Sound filmstrip
Price: Filmstrip-cassette: $19.50
Filmstrip-12" LP: 17.50
Source: Guidance Associates
Subsidiary of Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017
Scope: Narration of a folktale
Audience: Students
Grade Level: Upper elementary
Ethnic Coverage: Black American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: The sound filmstrip narrates a modern American legend and shows how a legend starts, grows, and ultimately affects the lives of people who nurture and transmit it from generation to generation. There are 54 frames, and running time is 10 minutes. A discussion guide includes a summary of the filmstrip; suggestions for preparing class for viewing the program; follow-up discussion questions and activities; a bibliography; and a script.

Ethnic Perspective: The focus is on the Black Americans whose home is Harlem.

Multiethnic Perspective: Because this folktale originates in a Black community and is concerned with luck, good luck charms, superstitions, and hope, students have an opportunity to discuss something that interests all human beings whatever their ethnic origin. The Blacks in the story who organize to save their symbol of good luck are portrayed as competent problem solvers and their story provides many insights into the values, beliefs, points of view, and experiences of Black people.

Instructional Utilization: The program is useful as a supplement to literature and social studies programs.

Summary: Both audio and visual components of the program are of good quality.

I Can Read About Indians, by Elizabeth Warren
Troll Associates
Type of Item: Package of cassette tape and paperback books
Date: 1975
Price: $14.95
Source: Troll Associates, 320 Rt 17, Mahwah, New Jersey 07430
Scope: History and life style of Native Americans
Audience: Students
Grade Level: Upper elementary
Ethnic Coverage: Native American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: The package includes a cassette tape and 15 illustrated paperback booklets containing the narration. It tells about the history and daily life of Native Americans. An audible signal indicates when it is time to turn the page. The purpose of the program is to develop reading skills, and the teacher's classroom guide gives suggestions for utilizing the program to that end. There are also suggestions for class discussions and crafts projects related to the information about Native American culture.

Ethnic Perspective: The program deals exclusively with Native Americans.

Multiethnic Perspective: The extent to which the program results in an examination in depth of the values, beliefs, points of view and experiences of Native Americans will depend upon the teacher.

Instructional Utilization: The package could be used to supplement information about Native Americans in basic history texts and to stimulate research and discussion.

Summary: The quality of the tape is good. One reviewer noted that the booklets do not seem very durable.

Indian Music Makers, by Robert Hofsinde (Gray-Wolf)
Morrow, New York, 1967
Type of Item: Reference book--supplementary music and social studies
Price: $4.14
Source: Publisher
Scope: Native American music
Audience: Students and teachers
Grade Level: Upper elementary
Ethnic Coverage: Native American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This 96-page book describes and illustrates in detail the making of tom-toms, drums, rattles, and courting flutes. It also discusses Indian songs, their significance and use in the culture of both past and present. Examples of the music and accompanying lyrics are included. The black and white illustrations are by the author. The music is reprinted from Chippewa Music II by Francis Densmore, Bulletin No. 53 of the Smithsonian Institution, Bureau of American Ethnology. Hofsinde is the author of twelve other volumes on the life and culture of the American Indian.

Ethnic Perspective: The book deals exclusively with the culture of the Native American.

Multiethnic Perspective: The care with which the author details this important aspect of Native American culture will enable students to explore in depth the values, beliefs, points of view and experiences of Native Americans.

Instructional Utilization: The book is useful as a reference book in both music and social studies. It is indexed to facilitate its use. One reviewer points out its value to teachers trying to extend their knowledge of the Native American culture.

Summary: The ample illustrations and the detailed directions would make it possible for students and/or teachers to make some of the instruments and so enrich their understanding and appreciation of Native American culture.

Indians of San Joaquin County, by Medora Johnson
San Joaquin County Schools, 1965; reprinted 1970
Type of Item: Teacher guide
Price: Not listed
Source: San Mateo County Schools
333 Main Street
Redwood City, California 94063 (SMERC CM 000 157)
Scope: The culture of California Indians and their place in California History
Audience: Teachers
Grade Level: K-8
Ethnic Coverage: Native American in California, specifically the Miwok and Yokuts Indians whose tribes inhabited the central part of California

ETHNIC COVERAGE ANALYSIS

General Description and Purpose: This 72-page guide is written in narrative form in well-defined sections describing the homes, foods, tools, waterways, clothing, ornaments, plants and medicines, and cultural life of the Miwok and Yokuts Indians of central California. It includes a history of the Indians from the mission days to the present. Federal and State laws pertaining to them and their lands are explained. The book is spiral-bound, paper-covered, and illustrated; it concludes with a bibliography, some of which is dated but the items probably available from historical societies and the University of California. The purpose is to bring about a better understanding and appreciation of the cultural life of California Indians and their dependence on the land.

Ethnic Perspective: Concerns the Miwok and Yokuts Indians only.

Multiethnic Perspective: The coming of white men, missionaries, settlers and miners, are shown to have wrought vast changes in the lives of these people.

Instructional Utilization: No activities are listed but teachers can use this clearly written and well researched information to develop activities in art, natural history, language arts, arts and crafts, music, physical education (games and dances). This may require intensive study before beginning the unit.

Summary: This is impressive and authoritative information on a subject about which not much has been written for educators. The author has utilized the findings of anthropologists and her personal contact with many of the Indians to bring insight regarding their past and present life.

Interculture! The American Heritage; Multiethnic Calendar With Related Activities
San Diego City Schools, unedited edition, 1974
Type of Item: Teacher guide
Price: $2.00
Source: Dwight Lee, Supervisor of Materials Development
San Diego City Schools, 4100 Normal Street, San Diego, Ca 92103
Single copies available, make check or money order payable to
San Diego City Schools
Scope: A brief introduction to Japanese, African, Filipino, Jewish, Chinese, Native American, and Mexican heritage cultures in the United States.
Audience: Teachers
Grade Level: K-6
Ethnic Coverage: Multiethnic

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is a 120-page, illustrated, paper-bound teacher guide designed for use in established courses or as an introduction to separate courses dealing with ethnic groups. The calendar makes it possible to incorporate into the curriculum an understanding and appreciation of the cultural contributions of people of various ethnic or religious backgrounds. It also provides an opportunity for understanding and appreciation of the variety of roles women play in our society.

Ethnic Perspective: The guide attempts to give equal coverage to each group considered, in specific areas of culture. The Calendar is a valuable aid in the introduction of material.

Multiethnic Perspective: Black-and-white illustrations depict costumes and suggest activities. The guide offers a brief study and comparison of the seven cultures through art, music, dance, and food experiences, and introduces new words and pronunciations to familiarize students with various languages.

Instructional Utilization: The Calendar of Events and the supplementary information provide suggestions for biographical study which would be in addition to the crafts, dances, music, and food activities. The appendices indicate related publications produced by the San Diego City Schools, audio-visual materials, and a bibliography of books which contribute to understanding of ethnic groups.

Summary: This guide was prepared at the request of teachers who wished to incorporate recognition of various ethnic cultures on an on-going basis as part of the regular instructional program. It is well organized and despite its brevity, fulfills its purpose.

The Japanese Americans
Oakland Unified School District, 1970
Type of Item: Teacher guide
Price: Not listed
Source: San Mateo County Schools
333 Main Street
Redwood City, California 94063 (SMERC CM 000 228)
Scope: Significant dates, events, lists of personalities, and other information on Japanese American history and culture
Audience: Teachers
Grade Level: K-12
Ethnic Coverage: Japanese American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is a district-produced, mimeographed, paper-bound, stapled booklet of 36 pages. It will not take hard use. The chronological list of events provides good background information on the coming of the Japanese to the United States and their residence in California. One reviewer indicates the purpose is a step to "facilitate understanding and appreciation that the children's world is built by the hands and minds of people who are from many national, religious, ethnic and cultural backgrounds."

Ethnic Perspective: This is specifically directed to the cultural, historical study of the Japanese Americans.

Multiethnic Perspective: The teacher can use the material to supplement others if the purpose is to understand the United States as a multicultural pluralistic society.

Instructional Utilization: There are no lesson plans or activities listed, so teacher creativity is required in order to develop units to meet the needs of students. There is much information and reference to sources to make it reasonably simple for the teacher to plan activities and lessons.

Summary: This is one of a series of seven guides designed to be used in teaching ethnic studies. Two others, the Multi-Ethnic Calendar, and Suggestions For Curriculum Planning, would be helpful in implementing the program. The other five are devoted exclusively to five ethnic minorities. This one on Japanese Americans is excellent. Some items in the bibliography may be out of print, but both print and non-print citations are worth consideration.

Jews In America, by Millard Lampell (narrated by Norman Rose)
Anti-Defamation League of B'nai B'rith, 1974
Type of Item: Sound filmstrip
Price: $35 record/filmstrip
$40 cassette/filmstrip
Source: Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016
Scope: History of the Jews in America
Audience: Students
Grade Level: 5-6 and above
Ethnic Coverage: Jewish American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: The program consists of two filmstrips, Part 1--The Ingathering, 94 frames; and Part 2--Inside the Golden Door, 96 frames; a recorded narration on record or cassette; and a mimeographed filmstrip discussion guide. The guide includes suggestions for using the filmstrip; an introduction; the script of the narration; discussion questions for Part 1 and Part 2; a list of suggested readings for teachers and one for students. The purpose of the program is to present information about the history of the Jews in America not usually contained in textbooks.

Ethnic Perspective: The program focuses primarily on the Jews and tells the story of their immigration, the prejudice they have faced and the contributions they have made to America. They are shown in interaction with Native Americans and Black Americans.

Multiethnic Perspective: The Jews are shown as participating in, and contributing to, the mainstream culture. They are also shown experiencing prejudice in the same way other minority groups have suffered and struggled to achieve a pluralistic society. Discussion questions provide opportunities for teachers to help student examine in depth the values, beliefs, points of view, and experiences of the Jews.

Instructional Utilization: The Teacher's Guide simplifies the teacher's preparation, but reviewers recommend that teachers preview the program before using it with students. They also recommend that each part be shown in segments because the information load is heavy. The program would be useful as part of a larger multicultural studies program.

Summary: The quality of the recording is good and the narration clear and pleasing. Visuals are in color and black and white and vary in quality because some were made from old newspaper photos.

Jewish Traditions, by Lyneil Lansing Wasser and Louisa Gallegos
Newark Unified School District, 1974
Type of Item: Teacher resource guide
Price: Not for sale
Source: San Mateo County Schools
333 Main Street
Redwood City, California 94063 (SMERC CM 000 204)
Scope: Jewish culture, including holidays, customs, recipes, songs, stories, and famous Jewish Americans
Audience: Teachers
Grade Level: K-6
Ethnic Coverage: Jewish American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is a paper-bound booklet of 39 pages. It contains black and white illustrations and has been reproduced by a Xerox-type duplication process. It is intended to serve as a guide and resource for teachers developing a unit on Jewish holidays and culture.

Ethnic Perspective: This is an introduction to the variety of holidays, stories, foods, songs, and religious background of the Jewish people.

Multiethnic Perspective: In developing an understanding and appreciation for Jewish culture it is possible to relate ideas and practices to other ethnic backgrounds.

Instructional Utilization: Each segment of this resource guide includes activities. Words are explained and pronounced, recipes, crafts, stories, the Hebrew alphabet, the music, and dances are presented.

Summary: This information on language, customs, foods, crafts, music and dance should help to promote a better understanding of the Jewish people in the United States. Activities are well selected for use in a classroom situation. The Jewish calendar and the Hebrew language sections are especially useful.

John Henry: An American Legend
Guidance Associates, New York, 1967
Type of Item: Sound filmstrip
Price: Filmstrip--cassette: $19.50
Filmstrip--12" LP: 17.50
Source: Guidance Associates
Subsidiary of Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017
Scope: Narration of a legend-supplementary literature
Audience: Students
Grade Level: Elementary
Ethnic Coverage: Black American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: The sound filmstrip (45 frames) portrays the story of the legendary steel-driving man, John Henry, Black folk hero. Side 1 provides an inaudible automatic advance signal; side 2 provides an audible beep for manual operation. A discussion guide includes an introduction to folktales; a summary of the John Henry story; suggestions for preparing class to view filmstrip; follow-up questions and activities; a bibliography; and the filmstrip script. The program is part of a series on folktales of the world. Running time--14 minutes.

Ethnic Perspective: The story is that of a Black American

Multiethnic Perspective: The hero is a Black man who shares the honor of being immortalized for his legendary prowess with folk heroes of other ethnic groups. Ten are highlighted in the series of which John Henry is a part.

Instructional Utilization: The discussion guide focuses primarily on this story as a part of the literary heritage. Whether or not it contributes to a multiethnic perspective will be determined by the way the teacher uses the program.

Summary: The quality of both audio and visual portions of the program are good. Drawings were adapted by Edward Carini and Doris Storm from the original work of author and illustrator Ezra Jack Keats.

The Meeting, by Peggy Adams Orsborn
Afro-Am Publishing Co., Chicago, 1968
Type of Item: One-act play
Price: Teacher's edition with 25 student copies: $22.00
Teacher's edition with 15 student copies: $18.00
Source: Afro-Am Publishing Co., Inc.
1727 Indiana Avenue
Chicago, Illinois 60616
Scope: Introduction to 19 famous Americans
Audience: Students
Grade Level: Upper elementary
Ethnic Coverage: Black and White American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This one-act play, which requires about 60 minutes to perform, is a pageant of famous Black and White Americans appearing before elementary school children debating the importance of a school assignment requiring them to make reports on famous historical personages. It was originally written and produced as a class project by the author, a Chicago elementary school teacher. The play was conceived to instruct in language arts while utilizing social studies content. The teacher's edition gives suggestions for costumes, stage setting and lighting. Also included are a one-page production guide and an outline of language arts skills related to the production of the play.

Ethnic Perspective: All the non-whites in the cast of characters are Black Americans.

Multiethnic Perspective: The stated intention of the publisher is to develop multiethnic teaching tools that show the African-American's contribution to the national heritage. All of the characters in the pageant are devoted to, and work for, freedom and dignity for all Americans.

Instructional Utilization: The outline of learning skills will suggest to the teacher many learning experiences which could result from the presentation of the play. It could lead to research in depth into the lives of the characters in the play and also those of other great Americans. Such research could lead to oral and written reports, discussions and the like.

Summary: Print is large and easy to read. Student copies have soft paper covers and so may not prove durable.

The Mexican Americans
Oakland Unified School District, 1970
Type of Item: Teacher guide
Price: Not listed
Source: San Mateo County Schools
333 Main Street
Redwood City, California 94063 (SMERC CM 000 226)
Scope: History and culture of Mexican Americans
Audience: Teachers
Grade Level: K-12
Ethnic Coverage: Mexican American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is a mimeographed, poorly bound, 31-page booklet which will not stand heavy use. Material though brief is well organized to provide classroom teachers with supplementary information to begin to tell children about Mexican American people and their contributions to the United States.

Ethnic Perspective: The booklet deals exclusively with Mexican Americans and their role in the development of this country.

Multiethnic Perspective: This is one of a series of seven teacher guides called "a multiethnic calendar". The others are a calendar, a curriculum planning guide, and four other guides each dealing with a single ethnic minority. If the entire series is used, the study would assume the broader perspective of the multicultural heritage of the United States.

Instructional Utilization: This is supplementary material to be integrated with the curriculum in various subjects and at various grade levels. There are no lesson plans. Contents include a chronology of historical events, holidays and special days, personalities and sources of additional information.

Summary: Although the material presented is sketchy and not sequential, it would help the teacher who is not already well grounded in Mexican American history and culture to make a start in the direction of including this ethnic group in an expanded multicultural curriculum.

Minority Cultures; Supplement to Primary Social Studies Guide
Ferguson-Florissant School District, Ferguson, Missouri (date unknown)
Type of Item: Teacher guide
Price: Not listed
Source: San Mateo County Schools
333 Main Street
Redwood City, California 94063
Scope: Three basic concepts of democracy: People working together to establish freedom; Interdependence between diversified people; Freedom and equality (Human Rights)
Audience: Teachers
Grade Level: K-3
Ethnic Coverage: Multiethnic

ETHNIC COVERAGE ANALYSIS

General Description and Purpose: This is a short, unpaged, paper-bound, stapled document. It is not very durable. It is intended to serve as a supplementary guide for teachers of primary grade social studies. The print is clear; the format is a three-column chart which carries a statement of the concept above the columns, then the subconcepts, activities for concept development, and measurement of concept attainment. The purpose is to provide understanding of three basic concepts of democracy.

Ethnic Perspective: All groups are inherently part of the study. There is no background information or history concerning any one group.

Multiethnic Perspective: The child is involved in learning what prejudice is, the importance of working together, the idea that his contributions are needed and that the contributions of others are important. Interrelationships among ethnic groups are stressed.

Instructional Utilization: The activities are suggested broadly and which must be implemented by the teacher, which will require additional preparation. Use of multimedia materials is indicated, and an excellent bibliography of books is appended. Teaching strategies at the primary level are strongly reinforced. Evaluation techniques are included. It appears that there are more references to Black Americans in the bibliography than to the other minority groups.

Summary: This is a way of beginning to learn the importance of democracy, equality, and freedom. Activities could make these well-remembered lessons and lead to understanding of cultural pluralism as a source of national and societal strength.

The Most Important Person
Encyclopedia Britannica, 1973
Type of Item: Multi-media program
Price: Feelings Unit: $ 172.80
Attitudes Unit: $ 345.60
Program (10 Units): $2,595.00
Source: Encyclopedia Britannica
Educational Corporation
425 North Michigan Avenue
Chicago, Illinois 60611
Scope: Encouraging self-esteem, promoting sharing of ideas and stimulating natural curiosity
Audience: Students
Grade Level: K-5
Ethnic Coverage: Multiethnic

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This program consists of 50 colorful 16mm films and color posters, song cards and recordings of catchy singable songs, drama activity cards, three hand puppets, and teacher's guides. These are organized into ten units which focus on a youngster's concerns: Attitudes, Body Movement, Creative Expression, Feelings, Getting Along with Others, Health and Your Body, Identity, Nutrition, Senses, and In Person: Hairy, Fumble and Bird (Puppet kit). Each unit is packaged in a sturdy cardboard box which includes all components of that unit. The teacher's guide for each unit includes suggestions for motivation, follow-up discussion, and follow-up activities in music, language, art, and creative dramatics. The program was funded by the Office of Child Development, United States Department of Health, Education and Welfare, and involved specialists in all phases of human development.

Ethnic Perspective: Black Americans, Asian Americans, Mexican Americans and other Latin/Spanish Americans are represented in the visuals.

Multiethnic Perspective: All ethnic groups represented in the program are shown as participating in the mainstream culture and interacting with equal status.

Instructional Utilization: The program would be useful as a preliminary to ethnic studies so students will be aware of their own identities, attitudes, and feelings before examining those of others.

Summary: Two of the nine units (Attitudes and Feelings) were tested with students by teachers reviewing the program. These teachers evaluated the program as excellent.

Mr. Charley's Chopsticks, by Doris P. Evans
Coward, McCann and Geoghegan, New York, 1972
Type of Item: Picture storybook
Price: $4.29
Source: Publisher
Scope: A story highlighting extra curricular uses of chopsticks
Audience: Students
Grade Level: 1-3 and higher
Ethnic Coverage: Asian American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This 63-page hardback book is one of a series of Break-of-Day books, quality easy-to-read picture stories for young readers. The language is kept clear and simple but is not limited to a controlled vocabulary. Illustrations in color and black and white were done by Richard Cuffari, painter and illustrator of children's books. The story focuses on the various uses of chopsticks for purposes other than eating.

Ethnic Perspective: The characters in the story are Asian American.

Multiethnic Perspective: The characters are presented as charming, gracious, warm human beings--a family very nearly embarrassed before an important customer when a beatifully carved ivory chopstick is temporarily missing.

Instructional Utilization: This book, along with others in the Break-of-Day series, is designed to stimulate primary readers to cross the threshold into the world of books.

Summary: At least one reviewer had reservations about the book because she felt the characters were stereotypical. The same reviewer suggested that students might profit from comparing this family with families of Asian American classmates.

Multicultural Handwriting Unit, by Emily Hamamoto
Primary Education Center, San Mateo County, 1974
Type of Item: Teacher manual and student manual
Price: Not listed
Source: San Mateo County Schools
333 Main Street
Redwood City, California 94063 (SMERC CM 000 175)
Scope: Lesson plans designed to utilize cursive letters, Chinese characters, Indian picture-writing, Cree alphabet, and Swahili vocabulary.
Audience: Teachers and primary grade students
Grade Level: Third
Ethnic Coverage: Multiethnic

ETHNIC COVERAGE ANALYSIS

General Description and Purpose: The teacher manual contains 41 pages of lesson plans which include goals, objectives, procedures, activities, evaluation methods, and illustrative material. The student manual contains 20 pages of illustrative material, questions, examples, vocabulary, and space for writing experiences. Instruction in how to use different writing tools is explicit. The major goal is for children to recognize handwriting symbols and tools as belonging to various cultures.

Ethnic Perspective: These lessons provide an early opportunity to recognize Chinese, Swahili, and Indian methods of communication as well as beginning to use cursive (English) handwriting.

Multiethnic Perspective: An insight is offered into the ways in which several ethnic groups express themselves in writing. Use of the brush is shown for calligraphy, sand for picture-writing, symbols, quills, ballpoint, felt tip pens. This is a subtle approach to appreciation of culture.

Instructional Utilization: Many teachers will need to practice brush strokes in order to implement these lessons. The other kinds of writing will be easier to adapt to, without too much preparation time. The lessons are explicit; they include lists of materials, suggest activities, indicate time to complete the lesson and results to be expected. Evaluation procedures are explained. A bibliography is included for further teacher study and experience. One Asian American reviewer expressed concern about inaccuracies on page 3 of the teacher's manual. Correct information is important.

Summary: This is an unusual approach to multiethnic studies; it is well-prepared, functional, and clever. Children will learn pride, muscle coordination, and recognize other handwriting symbols and tools, as well as cultural appreciation.

Multiethnic Education; Resource Handbook, compiled by Ruth Kilby
Dixie School District, San Rafael, 1970
Type of Item: Resource handbook
Price: Not listed
Source: San Mateo County Schools
333 Main Street
Redwood City, California 94063 (SMERC CM 000 455)
Scope: Reference material to aid teachers in meeting California Education Code requirements for study of the history and contributions of minorities
Audience: Teachers
Grade Level: All K-12
Ethnic Coverage: American Indian and Eskimo, Black American, Mexican American, Asian American, and Immigrants.

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is a cardboard-covered binder of about 270 pages which includes reproductions of articles and extensive bibliographic material to provide background for teachers on the history and contributions of several ethnic groups in the United States.

Ethnic Perspective: This resource handbook has extensive material on the major ethnic groups, but does not cover each group equally. One reviewer suggests an updating, and changes in some terms such as "Negro" and "Colored" to make them more acceptable. It is also noted that there is no Japanese history included, although there are references to books.

Multiethnic Perspective: Each section is independent of the others, so there is no attempt to integrate or provide a cross section which would demonstrate interrelationships and mutual problems. Sections on Asian Americans and Immigrants are brief in comparison to other groups mentioned.

Instructional Utilization: This is background information for teachers to use at their discretion. There are no activities listed. The teacher must become informed and would have to do research and be creative in presenting these units of work regardless of class level. Bibliographical data are well presented, many times indicating grade level for books or audiovisual material.

Summary: It would be difficult to include everything of importance on this subject in any one guide. As suggested, revision and updating of books and other media are vital to keep such a handbook current. This resource is a creditable and ambitious project, dependent upon the teacher for implementation.

Multi-Ethnic Micro-Units, by Viola Johnson
Minneapolis Public Schools, Minnesota Task Force on Minority Cultures, 1969
Type of Item: Teacher guide and lesson plans
Price: MF $.65; HC $6.58
Source: ERIC Document ED 075 305
Washington, D. C. 20202
Scope: Through a series of micro-units attempts to teach the multi-ethnic heritage of this country primarily by means of Black American experience with some unequal references to Native American experience.
Audience: Teachers
Grade Level: 4-5
Ethnic Coverage: Black American, Native American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is an ERIC document, not well bound for constant use, has small type which is not always legible, and contains a total of 108 pages with each unit individually paged. There are nine units, four for the fourth grade and five for the fifth grade. Each unit of instruction employs the inquiry method with outlined concept, generalization, behavioral objectives and teaching procedures. Teaches the use of research and open acquisition of knowledge. The purpose is to teach fourth and fifth graders the multi-ethnic heritage of the United States.

Ethnic Perspective: Considers the diversity of the Native American and Black American and their contributions. Does not confront their problems in other than the most general terms. Members of the two groups are presented, through research by students, as active, contributing members of a pluralistic society.

Multi-ethnic Perspective: In fields of athletics and military different ethnic groups are shown as interacting with equal status, but most interaction is expressed in general terms. The instructional plan permits students many opportunities to examine the beliefs, values, points of view, and experiences of individual Black and Native American personalities.

Instructional Utilization: The reviewers recommend an inservice program for teachers who use this material in order to broaden the scope of teaching multi-ethnic culture and history in the United States. The title is misleading since it dwells primarily on one ethnic group rather than several. The learning units involve students in research and group presentations. Teachers must do the basic work of preparing and inspiring students to "want" to find some answers. Each unit suggests discussion questions, includes bibliography with page references. Some of the possible responses to questions may not be as obvious today as they were in 1969. Teachers must have background information to implement the program. There are suggestions for evaluations.

Summary: There are some minor errors and inconsistencies in the document which indicate better editing and proofing was needed. There is much of value in this guide. Applying the format to other minorities would increase its value in multi-ethnic study.

Multi-Ethnic Studies
Novato Unified School District, 1970
Type of Item: Supplementary resource guide
Price: Not listed
Source: Novato Unified School District
1015 Seventh Street
Novato, California

OR

San Mateo County Schools
333 Main Street
Redwood City, Ca 94063
(SMERC CM 000 205)

Scope: Resources, references and suggestions for curriculum about five ethnic groups
Audience: Teachers
Grade Level: K-12
Ethnic Coverage: Native American (Eskimo), Black American, Asian American, Mexican American, and Jewish American.

ETHNIC COVERAGE ANALYSIS

General Description and Purpose: This is a large paper-bound document of 185 pages held together by two round brass fasteners. There are no illustrations and the quality of paper is poor. The sections are easily identified according to grade level for easy use by the teacher. It contains factual information, questions for students, suggested student activities, and bibliographies for audiovisual and book resources. The intent is to insure the humanization of tomorrow's society by teaching students about the perils of bigotry and racism and promoting tolerance and understanding.

Ethnic Perspective: Focus is on an understanding of prejudice and individual differences in five minority groups.

Multiethnic Perspective: One Asian American reviewer points out that the material is limited and situational, dealing primarily with the root cultures of Asians rather than the Asian American experience. Resources included can provide more in-depth information for further research and exploration by students. The ethnic groups are treated as separate entities and are not integrated.

Instructional Utilization: Valuable elementary curriculum ideas are presented, but the major section of the guide is at the secondary level. Units include films, reading, discussion, activities. The burden of responsibility rests with the teacher to review and evaluate materials before utilization. The intermediate and seconary units are longer, but all show the same surface exposure to the subject. Needs updating.

Summary: The primary units presented could be used as examples for teachers in developing additional lessons. One reviewer suggests a need for inservice preparation of teachers and community.

Native Americans
Oakland Unified School District, 1972
Type of Item: Teacher guide
Price: Not listed
Source: San Mateo County Schools
333 Main Street
Redwood City, California 94063 (SMERC CM 000 210)
Scope: Limited to information about the Iroquois League and comparison of the League's constitution with that of the United States
Audience: Teachers
Grade Level: Upper grades
Ethnic Coverage: Native American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is a 41-page district-produced booklet which, though paper-bound, appears durable. The cover is eye-catching, print is clear, diagrams and map easy to read. Intent is to focus attention on a major contribution of the Iroquois League to the development of the United States Constitution.

Ethnic Perspective: The concepts upon which the Iroquois developed their constitution, and by which they still abide, are shown to have influenced the members of the Constitutional Convention as they sought to design a strong central government.

Multiethnic Perspective: The nature of this topic lends itself to teaching the contributions of one group (among others) to the pluralistic nation and society which is the unique amalgam of the United States.

Instructional Utilization: This guide provides information not often found which is applicable to social science at various grade levels. For the teacher who wishes to include it in a longer segment on Native American history and culture, there is a second Oakland guide on the Sioux at a later period, and a third on some of the present-day Native Americans of California. This one includes charts, a map, narrative information, suggested questions for discussion, several brief biographies, Mohawk names for the months of the year, some important dates and a brief bibliography. There are no lesson plans or suggested activities.

Summary: The role of women, leadership qualities, rule making, and the culture of the Iroquois nations assume a new perspective and significance in the Bicentennial years. Here we have a strong example of the contributions of Native Americans to the growth of this country.

One Wonderful World
ACI Productions, New York, 1975
Type of Item: Sound filmstrip series
Price: $68.00
Source: ACI Productions, Inc.
35 West 45th Street
New York, New York 10036
Scope: Overview of the world and its diverse people
Audience: Students
Grade Level: Intermediate
Ethnic Coverage: Multiethnic

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: The program consists of four sound filmstrips in color: Let's Take a World Tour; Everyone Has a Home; Everyone Works and Plays; and Look at All the People. A four-page filmstrip guide is included. Each cassette runs eight minutes. The subject area is social science. The purpose of the program is to introduce students to people and life styles in parts of the world that are foreign to them and to help them discover the universality of man. They are made aware that their everyday world is only a small corner of the whole world and that their way of life is only one of many, holding no greater value or importance than any other.

Ethnic Perspective: Every ethnic group in the world is represented in this series.

Multiethnic Perspective: All peoples of the world are presented as having much in common although their appearance and life style may be quite different from that of the student. All are presented with respect and are shown as having made adaptations appropriate to their environment.

Instructional Utilization: The program is useful as supplementary introductory material for social science. The suggested activities encourage students to role play life in cultures different from their own by writing compositions and making drawings based on what they have learned from the program. These limited activities could be enlarged and enriched by the teacher.

Summary: The quality of both the visual and audio aspects of the program is good.

Paintbrush and Peace Pipe: The Story of George Catlin, by Anne Rockwell
Atheneum, 1971
Type of Item: Biography
Price: $5.25
Source: Book Warehouse
Vreeland Avenue
Boro of Totowa
Paterson, New Jersey 07512
Scope: Life of the Plains Indians in the early 19th century
Audience: Students
Grade Level: Upper elementary
Ethnic Coverage: Native American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This 86-page book is the story of George Catlin, whose paintings portray the Plains Indians of the West. He left one of the few records of how the Indians of the old West lived and looked. His drawings are on display at the American Museum of Natural History and the New York Historical Society. Illustrations in the book are adaptations, in sinopia pencil, of portraits and sketches the artist made while he was living and working among the Plains Indians of the West and other tribes. The book is a Junior Literary Guild Selection.

Ethnic Perspective: The subjects of the artist's work are Native Americans.

Multiethnic Perspective: George Catlin became a friend to the first Indian he ever met. His life was largely devoted to sharing his genuine interest in Indians and his respect and admiration for their culture.

Instructional Utilization: The book is useful for both pleasure reading and research. It is exciting and true, and may supplement basic American history programs by providing factual information not usually available in history texts and presenting it in a context that is interesting and highly readable.

Summary: The cover, type, and art work are handsome and in keeping with the subject.

People in Action, Levels A, B, C, D and E, by Fannie and George Shaftel
Holt, Rinehart and Winston, 1970
Type of Item: Books of photographs for role-playing and discussion
Price: Set--$58.50; single book--$12
Source: Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017
Scope: Human relations
Audience: Students
Grade Level: Elementary K-3 (some reviewers recommend K-6)
Ethnic Coverage: Multiethnic

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: The program consists of five spiral bound books of black and white photographs 18" x 23" printed on heavy cardboard and suitable for placing on a stand or in a chalk tray for students to look at as a preparation for role-playing and discussion. The photographs present social situations and problems of urban living designed to evoke verbal and action responses from children. Level A contains twelve photographs. Levels B, C, D, and E each contain eight. Included in the program are a paperback Teacher's Guide for Level A and one covering Levels B, C, D, and E.

Ethnic Perspective: At least three ethnic groups can be identified in the photographs--Black, Asian, and Mexican Americans. Many photographs show integrated groups. Focus is on a multiethnic inner city population.

Multiethnic Perspective: Reviewers point out that in the discussion and role-playing activities generated by the pictures students may examine values, beliefs, points of view and experiences of other ethnic groups and their own opinions and values regarding ethnic diversity.

Instructional Utilization: The Teacher's Guides spell out the theory and methodology of both role-playing and discussion procedures. They also provide helpful counsel for the teacher. There are detailed sample lesson plans for both procedures, and an individual lesson plan for the use of each photograph. There is no specific provision for assessment of student progress.

Summary: The program is recommended as supplementary material for social studies and oral language development and for occasional, not daily use.

The Puerto Ricans; A Resource Unit for Teachers, by Ana Batlle and others
Anti-Defamation League of B'nai B'rith, New York, 1973
Type of Item: Supplementary teacher guide
Price: $1.25
Source: Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016
Scope: Puerto Rican Americans, their background on the island, their life as a minority on the mainland
Audience: Teachers
Grade Level: K-12
Ethnic Coverage: Puerto Ricans

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is a 64-page paper-bound booklet written to familiarize teachers with the background and culture of the Puerto Rican student and the special problems that confront him and his family in adjusting to life on the mainland. It is illustrated and contains bibliographic and audio-visual references.

Ethnic Perspective: Puerto Ricans are shown to have a rich heritage derived from Spanish, Native American and African ancestry and cultural influences.

Multiethnic Perspective: Although Puerto Ricans on the mainland must function in relation to the mainstream of society, they find themselves both citizens and minority-group members and their frustrations tend to make them protective of traditions and resistant to assimilation.

Instructional Utilization: No lesson plans are included, but the guide offers much background information and provides lists of references both in print and audio-visual, as well as lists of organizations and agencies.

Summary: This is a valuable resource for teachers who wish to prepare units at various grade levels or to integrate the material with social science and other curricula. It clearly depicts the unique position of the Puerto Rican citizen of the United States who is a migrant to the mainland with educational problems including the need for bilingual instruction.

Resource Materials for Teaching Mexican/Chicano Culture, by Edward A. Aceves
San Diego City Schools, 1973
Type of Item: Resource manual
Price: $6.00
Source: Single copy--Dwight Lee, Supervisor of Materials Development
San Diego City Schools
4100 Normal Street
San Diego, California 92103
or
San Mateo County Schools
333 Main Street
Redwood City, California 94063 (SMERC CM 000 359)

Scope: Informational and instructional materials on Mexican culture and history in English, in Spanish, and bilingual
Audience: Teachers
Grade Level: K-6
Ethnic Coverage: Mexican and Chicano

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is a loose-leaf manual of ten sections each of which is paged separately. It is well-bound, carefully thumb indexed for easy referral, and with contents marked as Spanish only, English only, or bilingual. It includes student activities in song, dance, crafts and arts, dramatizations, cooking experiences, read-aloud stories, poems, games, holidays and celebrations, historical and contemporary Mexican/Chicano personalities. It is intended to offer an understanding of Mexican/Chicano culture and engender a positive self-image and pride of cultural backgrounds within the group.

Ethnic Perspective: The entire study is concerned with Mexican/Chicano history and culture.

Multiethnic Perspective: It would be the teacher's responsibility to integrate these units with material on other ethnic groups. Progress toward solution of problems is evident and conflicts are discussed.

Instructional Utilization: Lessons and activities are well presented. Sources of additional information are included, with ideas for developing an ongoing study of Mexican/Chicano culture. Specific objectives are given and instruments for evaluating growth in the objectives. Historical information plays an important role, as does value clarification.

Summary: This would be helpful to use in conjunction with a study of other cultures to promote an understanding of the United States as a pluralistic nation.

Resource Unit on Race, Prejudice and Discrimination, by Victor Leviatin
Anti-Defamation League of B'nai B'rith, New York, 1971
Type of Item: Supplementary teacher guide
Price: 75 cents
Source: Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016
Scope: Study unit on race, prejudice and discrimination
Audience: Teachers and students
Grade Level: Secondary. It could be used with gifted children in 5th and 6th grades, and could be adapted for use in other grades.
Ethnic Coverage: Multiethnic

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is a 31-page, paper-bound pamphlet intended to serve as a comprehensive guide and study unit offering methods and materials for teaching about race, prejudice and discrimination. It provides basic information and a conceptual approach, and gives annotated listings of materials both in print and audio-visual.

Ethnic Perspective: The approach is general, and does not focus on a particular ethnic group.

Multiethnic Perspective: The flexibility of the time line for teaching the unit makes it possible to investigate and study many minority groups.

Instructional Utilization: The pamphlet provides four lessons to be used for whatever period of time the teacher determines. There are questions, examples, brief information, theories, all in outline form. Suggestions are clearly presented for student reading and research, and there are suggestions for reading by the teacher and for use of audio-visual materials. Teaching techniques and ideas for evaluating student reactions are included.

Summary: In an area which requires sensitivity and insight into issues often charged with emotion, this guide offers a practical approach to providing young people with basic intellectual tools for understanding very real social and personal problems. It should be used at the earliest age of readiness for such lessons.

The Search for Black Identity: Malcolm X
Guidance Associates, New York, 1970
Type of Item: Sound filmstrips
Price: Filmstrip--cassette: $41.50
Filmstrip--12" LP: $37.50
Source: Guidance Associates
Subsidiary of Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017
Scope: Life of a Black leader
Audience: Students
Grade Level: Upper elementary
Ethnic Coverage: Black American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: The program includes two sound filmstrips--Part I: Man of Change. It tells the story of Malcolm X and runs 34 minutes. A discussion guide provides an introduction and background material about the subject, Malcolm X; background information about the Black Muslim and Orthodox Islam faiths; discussion questions; a partial list of the books Malcolm X read in prison; a bibliography; and the filmstrip script.

Ethnic Perspective: The entire focus is on a prominent twentieth-century Black American.

Multiethnic Perspective: In discussing Malcolm X's life and beliefs students will have ample opportunities to examine in depth the values, beliefs, experiences, and sometimes varying points of view of the Black community and to develop an understanding of the Black man's search for identity.

Instructional Utilization: The program may be used as a supplement in social studies to highlight achievements of Black Americans. It also has a place in the literary study of biography. Reviewers point out that teachers need to preview the program and to familiarize themselves with the content.

Summary: One reviewer points out that Part 2 may present some difficulties for fifth and sixth grade students because they may not know enough about Africa and Islam to understand it.

Sixth Grade Social Studies Unit
Center for Ethnic Studies, Park Forest School District 163, Illinois, 1970
Type of Item: Supplementary teacher guide
Price: MF $.65 HC $3.29
Source: ERIC Washington, D. C. 20202 Document ED 048 040
Scope: The Mexican American as an object of social discrimination
Audience: Students and teachers
Grade Level: 6th (possible adaptation for other grades)
Ethnic Coverage: Mexican American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is a photocopied document of 81 pages, poorly bound, awkward to handle, stapled, hole-punched. The paper is poor quality, but the print is readable. The intent is to present learning experiences through various media to help students understand the social discrimination against Mexican Americans which has limited opportunities for members of the group and deprived society of their full participation.

Ethnic Perspective: The guide deals almost entirely with problems and prejudices related to the Mexican American.

Multiethnic Perspective: There are some references to Black Americans, but the primary subject is the Mexican American. There are readings which deal with prejudice and discrimination that are applicable to all minority groups, and the teacher can integrate the material in a multicultural curriculum.

Instructional Utilization: Mexican American culture and history are taught through the use of filmstrips, tapes, films, study kits, books and poems. Class activities include discussions, role playing, debates. Learning experiences are varied. Evaluation sheets for students to use, a student dictionary, readings, a list of human rights for the children of the world, comparative charts, a book and media bibliography are included.

Summary: Social discrimination and prejudice form a basic theme of classroom work. Activities are suggested which can help teachers present materials for developing an understanding and appreciation of the contributions made by Mexican Americans to development of the United States. Present-day problems are emphasized in the information offered for class use.

Spanish-Speaking Americans
Audio Visual Enterprises, Pasadena, 1972
Type of Item: Study prints
Price: $15.00
Source: Audio Visual Enterprises
911 Laguna Road
Pasadena, California 91105
Scope: Brief biographical sketches and portraits of Hispanic Americans
Audience: Students
Grade Level: 2-6 and higher
Ethnic Coverage: Mexican/Latino Americans

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This package includes 12 full color portraits 11" x 14" with two additional black and white portraits on the reverse side. Biographical information in English and Spanish is provided in parallel columns with about 200 words devoted to the subject of each portrait. Individuals pictured include Spanish Americans who have achieved success in politics, science, education, law, the armed services, business, medicine, sports, music and the arts. The prints could be used to supplement programs in American history and ethnic heritage studies.

Ethnic Perspective: All the subjects in the series are Mexican or Latino Americans.

Multiethnic Perspective: If students are to examine in depth the values, beliefs, and points of view of these ethnic groups, it would be necessary for them to do additional reading and research, something the brief biographical sketches might encourage them to do. The 36 presented in the series are now well-known, but most faced problems and prejudice earlier in their lives.

Instructional Utilization: The prints serve to introduce students to Spanish speaking Americans whose names do not yet appear in standard history texts. These prints can begin to generate an awareness of the contributions of these groups of Americans to society.

Summary: Reviewers point to the paucity of women and the absence of younger more current and controversial leaders in the Spanish speaking community. The focus is on middle class success figures. The bilingual text impressed students in classes where the prints were used.

The Story of California, by David Lavender (study aids by Nancy A. Larsen)
American Heritage Publishing Co., 1969
Type of Item: Social studies textbook
Price: Student edition $2.20; teacher edition $2.35
Source: California State Series (State-adopted text)
Scope: History of California from the arrival of the Indians to the present
Audience: Students
Grade Level: Grade 4
Ethnic Coverage: Multiethnic

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: The 352-page textbook recounts the history of California from the time of the first human habitation to the present. It deals with geographical, economic, anthropological, sociological, and ecological aspects of the state's development. The text is amply and beautifully illustrated in color and black and white. A Teacher's Edition outlines teaching strategies for effective use.

Ethnic Perspective: The role of Native Americans, Asian Americans, Mexican Americans, and Black Americans in California history is honestly portrayed. In a summary of present conditions there is greater emphasis on needs and problems of these minorities than on their accomplishments.

Multiethnic Perspective: Questions at the ends of some chapters encourage students to examine their own opinions and values regarding ethnic diversity. Chapter 31 focuses specifically on fairer treatment for minorities.

Instructional Utilization: A Teacher's Guide defines desirable teaching strategies for effective use of the text. Each chapter in the student book concludes with points to remember, questions to answer, ideas to ponder, and things to do. The Guide includes a bibliography for teacher reference and an extensive one for students with specific references listed for each unit. It includes both fiction and non-fiction. Also listed are related audio visual materials.

Summary: Two chapters (3 and 4) are devoted entirely to the culture of the Indians of early California, the minority group covered most adequately in this text. The learning activities at the end of each chapter include suggestions for role playing and discussions to increase student awareness of the multiethnic makeup of California.

Story of the Totem Pole, by Ruth Brindze
Vanguard Press, New York, 1951
Type of Item: Nonfiction book
Price: $4.95
Source: Publisher
Scope: Origin, use, and meaning of the totem pole
Audience: Students
Grade Level: 4-8
Ethnic Coverage: Native American Indians of the Northwest

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This 64-page hardback book contains eight chapters and is illustrated in color and black and white by Yeffe Kimball, artist of Indian origin and authority on the art of the Northwest. It is the history of various totem poles and an account of the events surrounding their construction.

Ethnic Perspective: All of the characters in this story are Native Americans of the Northwest and white seamen and traders with whom they came in contact.

Multiethnic Perspective: Readers have an opportunity to gain information about, and to develop an appreciation of, aspects of Native American culture as expressed in the totem pole. In the story the relationship between the Indians and the white men is portrayed as mutually satisfying.

Instructional Utilization: The book may be used in the upper elementary grades for research in history, lore, and art and also for leisure reading.

Summary: The book is best suited to the above-average reader.

Tell Me Please! What's That?, by Ruth M. Jaynes
Bowmar, Glendale, 1968
Type of Item: Picture storybook
Price: $3.99--7" LP record $2.45
Source: Bowmar Publishing Co.
622 Rodier Drive
Glendale, California 91201
Scope: A visit to the zoo
Audience: Students
Grade Level: K-3
Ethnic Coverage: Mexican and Anglo American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This 24-page book telling about a visit to the zoo portrays a Mexican American and an Anglo child in conversation employing both English and Spanish as they teach each other the names of the animals. It is one of 14 titles in Part Three of The Bowmar Early Childhood Series of picture books. Opposite each page of printed narration and dialogue is a color photograph by Harvey Mandlin.

Ethnic Perspective: The two children in the story are a Mexican American and an Anglo child.

Multiethnic Perspective: The children in the picture story are shown enjoying each other's company. The Mexican American child asks the Anglo child the names of the animals. At the beginning the reader is told that each wants to learn to speak the other's language.

Instructional Utilization: The book is designed for early childhood programs in reading readiness. It would be desirable for the teacher to learn the pronunciation of the Spanish terms in the printed text.

Summary: The book might encourage teachers and students to develop bilingual vocabularies in other content areas and so improve communication skills in multiethnic classes.

A Total Immersion in the Hispano Culture
Publisher: Adams County School District 12, Denver, Colorado, 1970
Type of Item: Teacher guide
Price: MF $.65; HC $6.58
Source: ERIC, Washington, D. C. 20202 (ED 047 851)
Scope: Simulated activities in human relations, including objectives, teaching strategies, visual aids, and bibliography.
Audience: Teachers
Grade Level: 4-12
Ethnic Coverage: Native American and Hispanic groups including Mexican American and Latino American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is a thermofaxed document, poorly bound, which contains 103 pages. There are two pages of figures illustrating the designs for Navajo rugs. The appendix contains an explanation and description of the Mexican Flag; a Spanish-English vocabulary; and town planning procedures for the Spanish towns in the Americas. The purpose is to enable students to become actively involved in realistic experiences with at least two minority cultures.

Ethnic Perspective: The intent is to stimulate student involvement in all phases of the Hispano culture: Spanish, Latin, Mexican American, and the Native American.

Multiethnic Perspective: Ethnic and cultural diversity is shown as a positive value through explanations of problems and their solutions.

Instructional Utilization: Each phase of expanding the Hispano culture in this document follows a pattern which includes objectives, teaching and learning strategies, motivational inquiry, concepts to be developed, basic cultural concepts, suggested experiences and correlated units and activities, visual aids. A bibliography at the end of each unit offers references for study. As aids for the teacher, factual concepts and historical anecdotes are included. Differing student groups will require different approaches, hence the document provides flexibility.

Summary: The bibliographic material is excellent although many items may be out of print. Correlation with English language arts, mathematics, art, crafts, physical education, music, civics, home economics, social studies, and language (Spanish, Indian) creates an admirable learning situation. Provocative questions aid in enhancing the learning situation. Vocabulary indicates Spanish and Indian words now part of English. There is much potential in this material for the development of understanding of other cultures.

Trina's Box Car, by Patricia Martin
Abingdon Press, 1967
Type of Item: Storybook
Price: $3.25 Hardback; $.60 Paper
Source: Abingdon Press
201 Eighth Avenue S.
Nashville, Tennessee 37202

Also in paper, entitled Trina, from Scholastic Book Service
50 W. 44th Street
New York, New York 10036

Scope: Fictional account of a Spanish-speaking child becoming bilingual
Audience: Students
Grade Level: 5-6
Ethnic Coverage: Mexican American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This 110-page book is the story of a little Mexican American girl who has difficulty learning to speak and read English and so has difficulty making friends at school. Her father is a railroad worker in Wyoming, and the family lives in a boxcar made cozy and attractive by Trina's mother. Eventually Trina, with her father's help, learns to read, and in the process her father learns enough English to earn a promotion. The book is illustrated by Robert L. Jefferson in color and black and white. A glossary of Spanish words and phrases and a map of Trina's town are included.

Ethnic Perspective: The characters in the story are Mexican Americans and Anglos.

Multiethnic Perspective: Children of both cultures play and learn happily together. The Mexican Americans share a pinata with the Anglo children, who learn something about the Mexican American culture in this celebration. Members of both cultures are competent, respected problem solvers, and the teacher calls attention to the value of being bilingual.

Instructional Utilization: The story is appropriate for leisure reading, and because it deals with problems common to all children in their relationships with one another, it can provide a basis for discussion of ways diverse groups can interact and develop better human relations.

Summary: This is a high interest book because the adventures of Trina and her brother provide suspense.

Two Tickets to Freedom: The True Story of Ellen & William Craft, Fugitive Slaves, by Florence B. Freedman
Simon and Schuster, New York, 1971
Type of Item: Biography
Price: $4.50
Source: Publisher
Scope: Story of the flight of two Fugitive slaves
Audience: Students
Grade Level: Upper elementary
Ethnic Coverage: Black American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This 96-page book is the true account of the flight of Ellen and William Craft, fugitive slaves, in 1848. It was written by Florence B. Freedman, who wrote the introduction to a 1969 reprint of William Craft's narrative, Running a Thousand Miles for Freedom. She also drew on contemporary documents; research by Father Albert Foley, S. J., Ph.D., of Spring Hill College, Mobile Alabama; and interviews with a grandson of the Crafts. The black and white illustrations are by Ezra Jack Keats.

Ethnic Perspective: The principal figures in the story are the fugitive Black slaves.

Multiethnic Perspective: The focus of the story is the struggle for freedom from slavery. The central characters are portrayed as courageous, intelligent problem solvers. In their struggle they are assisted by equally courageous, intelligent problem solvers both black and white, who share their devotion to freedom for the individual, an ideal common to diverse groups.

Instructional Utilization: The book serves several instructional purposes. It is a high interest book for individualized reading. It is also factually sound and so may be used as a library reference book and as supplementary reading in American history to provide information not yet included in most basic texts.

Summary: Paper, binding and print are good quality, and illustrations are appropriate and artistically excellent. Reviewers note the fast pace and excitement of the narrative, and recommend that it be made available to all students to supplement basic texts in American history.

Understanding Prejudice--Master Race Myth, by G. Warren Schloat (Alison Weigel, editor)
Publisher: Sunburst Communications, 1973
Type of Item: Sound filmstrip
Price: $22.50
Source: Sunburst Communications, Inc.
Pound Ridge, New York 10576
Scope: Analysis of the fallacy of the master race myth
Audience: Upper elementary
Grade Level: 6 and higher
Ethnic Coverage: Multiethnic

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: The unit consists of a cassette tape, a filmstrip of 80 frames, and a Teacher's Guide which includes (1) overview (2) learning objectives (3) words and concepts used and defined (4) questions for discussion and (5) the text of the cassette recording. Its purpose is to destroy belief in the master race myth through use of scientific, historic, and artistic evidence; to increase awareness and appreciation of the diversity and complexity of man's physical inheritance; to develop appreciation of different cultures and life styles; and to develop knowledge of and pride in one's inherited physical features.

Ethnic Perspective: People from all ethnic groups appear in this unit to demonstrate that inherited physical differences can be traced back to a time when they were vital to human survival in a particular habitat. The program helps students become aware that such differences reflect neither intelligence nor cultural sophistication.

Multiethnic Perspective: The program fosters the idea that each culture is unique and so different from ours, that being different does not make it better or worse, equal or unequal.

Instructional Utilization: The unit may be used as part of a larger study in the social studies and also as a vehicle for teaching human relations. The Teacher's Guide provides a lesson plan and a series of questions to assess progress in both affective and cognitive areas.

Summary: The unit is recommended not only for its content but for good technical quality of both the audio and visual parts. The music provides a pleasing background for the narration.

Understanding Prejudice--Scapegoating, by Alison Weigel (G. Warren Schloat, editor)
Publisher: Sunburst Communications, 1973
Type of Item: Sound filmstrip
Price: $22.50
Source: Sunburst Communications, Inc.
Pound Ridge, New York 10576
Scope: Exploration of scapegoating through the eyes of both persecutors and victims
Audience: Students
Grade Level: 6
Ethnic Coverage: Jews and other Americans

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: The unit consists of a cassette tape, a filmstrip of 76 frames, and a Teacher's Guide which includes: (1) overview (2) words and concepts used or defined (3) learning objectives (4) questions for discussion and (5) the text of the cassette recording. Its purpose is to provide an accurate definition of scapegoating, to show how the process works, and to make students aware of how scapegoating affects not only the victims but the persecutors.

Ethnic Perspective: Illustrations are drawn from the periods of the witchcraft trials in Salem and the McCarthy witchhunts of the fifties in the United States and from the persecution of the Warsaw Jews by the Nazi regime in Germany.

Multiethnic Perspective: The program helps students to understand the process of scapegoating, to see how any group can be made to bear the blame for menacing or frustrating circumstances the causes of which are not known or clearly understood. The victim of scapegoating is likely to be a member of a group that is different from the majority group in some way. The silent frames on the filmstrip enable the student to examine his or her own opinions about the process of scapegoating as well as to assess what he has learned from preceding frames.

Instructional Utilization: The unit may be used as part of a larger study in social studies. It would be appropriate to use in connection with fifth grade American history with teacher guidance. It is also recommended for teachers and administrators in multicultural staff development. The Teacher's Guide provides a lesson plan and questions to assess progress in both affective and cognitive areas. Also included is a student activity card which permits the student to assess his knowledge about the topic.

Summary: The unit is recommended for good technical quality of both the audio and visual parts as well as for the content.

Understanding Prejudice: Stereotyping, by G. Warren Schloat (Alison Weigel, editor)
Publisher: Sunburst Communications, 1973
Type of Item: Sound filmstrip
Price: $22.50
Source: Sunburst Communications, Inc.
Pound Ridge, New York 10576
Scope: Definition of stereotyping
Audience: Students
Grade Level: 5-6 and higher
Ethnic Coverage: Black, Asian, Jewish

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: The program defines and illustrates the process of stereotyping. It examines the influence of stereotyping on literature, art, mass media, individual thought processes, behavioral patterns, and social mores. In conclusion, the program discusses how stereotyping is learned and how it can be destroyed.

Ethnic Perspective: The focus is on the process of stereotyping as applied to any group whether the grouping is based on age, sex, ethnicity, or some other factor. Black Americans, Asian Americans, and Jews appear in the filmstrips, but the emphasis is on the process, which may or may not have anything to do with ethnicity.

Multiethnic Perspective: The filmstrip provides content for discussion of those factors which help identify groups of people who share values, beliefs, points of view, and experiences and which sometimes provide the basis for stereotyping by uncritical or insensitive observers. The extent to which the filmstrip serves such a purpose will depend upon the teacher using it.

Instructional Utilization: Reviewers indicate that this filmstrip should be used with the other three filmstrips in the series, Understanding Prejudice, and in conjunction with other media and materials. The Teacher's Guide makes it possible for the teacher to use the filmstrip with a minimum of preparation. It identifies learning objectives, lists key words and concepts, and provides discussion questions to elicit both cognitive and affective responses.

Summary: Technical quality is rated good. Reviewers point out that examples used are drawn primarily from middle America.

Vaquero Pequeno: Cowboy Small, by Lois Lenski
Walck, 1960
Type of Item: Picture storybook
Price: $3.95
Source: Henry Z. Walck
19 Union Square, West
New York, New York 10003
Scope: Story of the life of a small cowboy
Audience: Students
Grade Level: K-3
Ethnic Coverage: Mexican American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This 48-page hardback picture storybook tells how a small boy living on a ranch curries and feeds his horse, saddles and rides it. He participates in rounding up and branding cattle. The story text is in both English and Spanish.

Ethnic Perspective: The Spanish text suggests that the central character may be Mexican American. Pictures provide no clues as to ethnicity.

Multiethnic Perspective: The small cowboy is presented as a competent cowboy accepted by his peers.

Instructional Utilization: The book is designed for supplementary reading in social studies and language arts. The Spanish text makes it useful with Spanish-speaking students who are improving their communications skills in English.

The What and How of Teaching Afro-American Culture and History in the Elementary Schools, by Edwina Chavers Johnson
University of the State of New York, State Education Department, Division of Intercultural Relations, 1972
Type of Item: Teacher guide
Price: EDRS MF $.65; HC $3.29 ERIC Document
Source: New York State Education Department, Albany, New York 12224
or
ERIC, Washington, D. C. 20202 (ED 069 578)
Scope: Integrating African and Afro-American culture into the curriculum of elementary schools
Audience: Teachers
Grade Level: K-6
Ethnic Coverage: Black American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This is an 80-page manual of information, activities, projects, references, organized under the headings of Language Arts, Social Studies, Mathematics, Science, Music, Arts and Crafts, and Physical Activities. Reproductions of photographs are poor, most of the maps, music scores, and text reproductions are reasonably legible. The purpose of the guide is to enable teachers to learn and teach about Africa and to integrate the experiences into the total curriculum for a better understanding of Afro-American contributions to American development.

Ethnic Perspective: Focus is on the heritage which Black Americans have brought to American society.

Multiethnic Perspective: The interdisciplinary African materials offer an opportunity to integrate this learning experience with that of other cultures.

Instructional Utilization: A calendar of significant dates and suggestions for related activities provide the basis for an ongoing multiethnic program. Bibliographic material for students indicates grade levels of reading ability. The teacher bibliography provides a multi-media approach for use in the classroom. There are no specific lesson plans, which gives the teacher some academic freedom in the development of pertinent plans for specific grade levels and disciplines. Some extra teacher preparation time might be needed to coordinate this information with that regarding other ethnic groups.

Summary: Material appears to be well researched and organized to provide teachers with a concise, scholarly collection of information and activities. The introduction of units on Africa offers a useful approach.

What Is A Birthday Child?, by Ruth M. Jaynes
Publisher: Bowmar, Glendale, 1967
Type of Item: Picture storybook
Price: $3.99 (7 inch LP record $2.45)
Source: Bowmar Publishing Company
622 Rodier Drive
Glendale, California 91201
Scope: Story of a birthday
Audience: Students
Grade Level: Early Childhood
Ethnic Coverage: Multiethnic

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This 26-page picture book tells the story of a little five-year old girl celebrating her birthday at school. It is illustrated in color with photographs by Harvey Mandlin. The book is one of seven in Part One: About Myself in the Bowmar Early Childhood Series.

Ethnic Perspective: The children pictured in the story seem to be Asian American and Mexican American. The teacher is Asian American.

Multiethnic Perspective: The story portrays the ethnic diversity of the classroom as providing a warm and happy environment for the birthday child.

Instructional Utilization: The book may be used for listening and reading in early childhood programs. A recording of the story is available for use by individuals and groups.

Wilt Chamberlain, by Kenneth Rudeen
Publisher: T. Y. Crowell, New York, 1970
Type of Item: Biography
Price: $3.95 Hardback; $.95 Paper
Source: Publisher
Scope: Life story of Black professional basketball player
Audience: Students
Grade Level: 2-5
Ethnic Coverage: Black American

ETHNIC HERITAGE ANALYSIS

General Description and Purpose: This biography for young children tells the story of an athlete who was different on two counts. He was tall and he was Black. He overcame poverty and prejudice to become the best in his field, professional basketball. The book is one in a series of biographies of members of ethnic minorities who have been successful in their fields of endeavor. The hardback version is 33 pages long. Frank Mullins, free-lance artist, did the illustrations.

Ethnic Perspective: The book deals only with Black Americans.

Multiethnic Perspective: At the close of the book, Wilt Chamberlain enunciates his own belief: "All people are my brothers." His personal problems have grown out of his being different, a giant and Black. In the story he copes with both successfully and in so doing may help readers see how they can deal with discrimination occasioned by being perceived as different.

Instructional Utilization: The biography is designed for leisure reading and may help minority students develop better self-concepts and help all students understand discrimination and prejudice.

Summary: Having several students read and discuss the book would provide opportunities for students to explore how one may cope with prejudice and achieve personal success.

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